

**EXTENDED RESPONSE SCORING RUBRIC GRADES 3-HSAP (INDEPENDENT)**

<b>SCORE</b>	<b>CONTENT/DEVELOPMENT</b>	<b>ORGANIZATION</b>	<b>VOICE</b>	<b>CONVENTIONS</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Presents a clear central idea about the topic</li> <li>• Fully develops the central idea with specific, relevant details</li> <li>• Sustains focus on central idea throughout the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Has a clear introduction, body, and conclusion.</li> <li>• Provides a smooth progression of ideas throughout the writing.</li> </ul>		<ul style="list-style-type: none"> <li>• Minor errors in standard written English may be present.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Presents a central idea about the topic</li> <li>• Develops the central idea but details are general, or the elaboration may be uneven</li> <li>• Focus may shift slightly, but is generally sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Has an introduction, body, and conclusion.</li> <li>• Provides a logical progression of ideas throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses precise and/or vivid vocabulary appropriate for the topic</li> <li>• Phrasing is effective, not predictable or obvious</li> <li>• Varies sentence structure to promote rhythmic reading</li> <li>• Strongly aware of audience and task; tone is consistent and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Errors in standard written English may be present; however, these errors do not interfere with the writer's meaning.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Central idea may be unclear</li> <li>• Details may be sparse; more information is needed to clarify the central idea</li> <li>• Focus may shift or be lost causing confusion for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective.</li> <li>• Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses both general and precise vocabulary</li> <li>• Phrasing may not be effective, and may be predictable or obvious</li> <li>• Some sentence variety results in reading that is somewhat rhythmic; may be mechanical</li> <li>• Aware of audience and task; tone is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• A pattern of errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) of standard written English is present; these errors interfere somewhat with the writer's meaning.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• There is no clear central idea</li> <li>• Details are absent or confusing</li> <li>• There is no sense of focus</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing.</li> <li>• Presents information in a random or illogical order throughout the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple vocabulary</li> <li>• Phrasing repetitive or confusing</li> <li>• There is little sentence variety; reading is monotonous</li> <li>• There is little awareness of audience and task; tone may be inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent and serious errors in more than one category (e.g., capitalization, spelling, punctuation, sentence formation) of standard written English are present; these errors severely interfere with the writer's meaning.</li> </ul>
<b>B</b>	Blank			
<b>OT</b>	Off Topic			
<b>IS</b>	Insufficient amount of original writing to evaluate			
<b>UR</b>	Unreadable or illegible			

For the purposes of scoring Conventions, “interference” is defined as that which would impede meaning for a reader other than an educator or professional reader.